Store Operations Assistant

(Job Role)

Qualification Pack : Ref. Id. RAS/Q0101
Sector : Retail

Textbook for Class IX

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

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It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

HRUSHIKESH SENAPATY
Director
National Council of Educational
Research and Training

New Delhi
June 2018

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About the Textbook

Retailing has seen a remarkable transformation over the years. Rising incomes, urbanisation, attitudinal shifts, point towards a certainty of growth in the future for this sector. The rapid growth in the retail industry along with the entry of many small and large stores in this area, has led to the demand for trained personnel for various job roles, such as cashier, store operations assistant, trainee associate, sales associate, etc.

A store operations assistant, in organised retailing, is responsible for looking after the overall store operations, such as receiving the goods, delivering the products, maintaining the required stock levels, providing customers necessary information appropriately and systematically, merchandising, logistics and distribution, marketing, procurement/ purchase, and corporate services. The student textbook for the job role of 'Store Operations Assistant' has been developed to impart knowledge and skills through hands-on learning experience, which forms a part of the experiential learning. Experiential learning focuses on the learning process for the individual. Therefore, the learning activities are student-centred rather than teacher-centred.

The student textbook has been developed with the contribution of the expertise from the subject and industry experts and academicians for making it a useful and inspiring teaching-learning resource material for the vocational students. Adequate care has been taken to align the content of the textbook with the National Occupational Standards (NOSs) for the job role so that the students acquire necessary knowledge and skills as per the performance criteria mentioned in the respective NOSs of the Qualification Pack (QP). The textbook has been reviewed by experts so as to make sure that the content is not only aligned with the NOSs, but is also of high quality. The NOSs for the job role of 'Store Operations Assistant' covered through this textbook are as follows:

1. RAS/N0101-To receive goods in storage.
2. RAS/N0103-To maintain required levels of stock.
3. RAS/N0130-To create a positive image of self and organisation in the customers' mind.

Unit 1 of the textbook gives introduction to retailing, discusses the basics of retailing, organised and unorganised retailing, store and non-store retailing and Indian and global retailers have also been covered.

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Unit 2 will help the students learn the procedure of receiving and storing goods. It covers classification of goods, the procedure for receiving and dispatching stock to store, storage of goods in retail operations and process of handling goods. Unit 3 deals with stock levels in storage, documents required for stock handling, reporting storage space and handling equipments. Unit 4 focuses on customer service which deals with customer needs and services, effective customer service, organisation standards and customer expectation.

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Do You Know ?

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

EDUCATION IS NEITHER A PRIVILEGE NOR FAVOUR BUT A BASIC HUMAN RIGHT TO WHICH ALL GIRLS AND WOMEN ARE ENTITLED

Give Girls Their Chance !

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